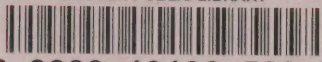


BOSTON PUBLIC LIBRARY



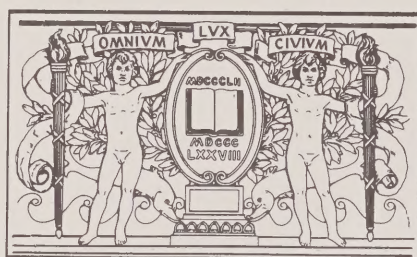
3 9999 10106 520 7

4

CEC


87/7





**BOSTON  
PUBLIC  
LIBRARY**





Digitized by the Internet Archive  
in 2024 with funding from  
Boston Public Library

<https://archive.org/details/cwecsummaryofbos00city>









SEP 1 1987

68700938

CWEC SUMMARY OF:

JUNE, 1987

THE BOSTON EDUCATION PLAN \*

In May, Superintendent Laval Wilson submitted to the School Committee his blueprint for the future of the public schools: the Boston Education Plan. The 275-page plan includes 551 general and specific recommendations that "...map strategies to solve [our most critical problems] and allocate resources to bring about major improvements..." In the introduction, Dr. Wilson writes: "Whether we fulfill [our mission] depends on the quality of each school." He describes the Plan as building on four major initiatives of recent years and lists how he would improve on each:

- The BPS Curriculum Objectives, approved in 1982, need to be implemented in all classrooms by providing materials, increasing teacher training, and offering support.
- The Boston Compact, having made major progress on school planning and job placement, should now focus on the dropout rate and the needs of at-risk students.
- School Site Management Programs, successfully piloted, need to look at "appropriate school-site decision-making" and principal accountability.
- The Performance Evaluation Process, although it has increased accountability, needs to be refined and linked to expanded professional development and support.

The Boston Education Plan is incomplete, with recommendations on five issues still outstanding. Because the School Committee has stated it will vote soon on the Plan, however, CWEC presents this summary of the major recommendations.

At the end of each section, we have included budgets for the items Dr. Wilson has recommended be funded for each of the next three years. The total cost for the funded initiatives is \$74,026,350 for 1987-1990.

We have also used symbols to indicate which recommendations were made chiefly by Dr. Wilson and which were made in essentially the same form by both Dr. Wilson and his Task Force on the issue.

As CWEC has indicated to both the School Committee and the Superintendent, we hope the discussion of the Boston Education Plan will focus not just on the individual recommendations, but rather on the entire plan and the overall strategy for school improvement.

Key Chart: + = recommended by Task Force and Superintendent Wilson  
> = recommended by Superintendent Wilson  
\$ = recommended for funding by Superintendent Wilson

\* m3/B16 SD 86/1 ?



## READING

75 recommendations

THE PROBLEM: poor reading skills among BPS students, reflected in "disappointing" standardized reading test scores, because:

- \* students enter school with few readiness skills.
- \* the early childhood curriculum is not developmental and does not lay the "proper foundations for literacy in the early grades."
- \* there is a lack of consistency from school to school because teachers use different basal readers. High student mobility makes consistency imperative.
- \* the BPS lacks "a systematic and similar" teaching approach. Also, teachers lack training in state-of-the-art techniques and methods, and reading is taught in isolation from other subjects.
- \* there are "not enough formal, citywide remedial programs" and little coordination exists between remedial and regular instruction.
- \* the BPS has no "sufficiently intense program" to encourage students to read in their spare time.
- \* few schools have successfully involved parents in helping their children learn to read.
- \* remediation and enrichment programs are "fragmented" during the school year and "non-existent" during the summer.
- \* test results are not in a form that is easily used by teachers.

## THE RECOMMENDATIONS:

### 1. Raise academic standards.

> add a promotion requirement:

to be pro-	a student would have	Effective: 6-90
moted from:	to score at the:	
grade 1.....1.5 (grade 1, month 5).....	grade level on	
grade 5.....4.5.....	the Metropolitan	
grade 8.....6.5.....	Achievement	
grade 12.....8.5.....	Test in reading.	

Other academic and attendance standards would remain, but the current "gate" that is used as an exit test for grades 5, 8 and 12---the DRP test---would be dropped. However, students not promoted would be required to attend summer school and would have to pass the DRP at a score matching the required MAT level.

### 2. "Ensure" intervention for students at-risk of failing.

> students who score below the 40th percentile on the Metropolitan Achievement Test in reading would be given:

	number of BPS students below the 40th (6-86):
in gr. 1-5: 40 m. more of reading daily.....	5,951
in gr. 4-5: also 60 m. of after-school classes daily.....	2,038
in gr. 6-8: 90 m. of after-school classes daily.....	4,044
\$ in gr. 9-12: one extra class daily, in-school or after.....	5,163

The total number of students in grades 1-12 who were below the 40th percentile in reading in June, 1986, was 15,158, or 46% of those tested. Of these, 11,245 will be required to attend after-school and/or Saturday classes.



A student who is below the 25th percentile on the MAT test in reading would receive the above plus:

	number of BPS students below the 21st (6-86):
in gr. 4-5: 30 m. more after-school (90 m. total).....	783
in gr. 6-8: 3 hours of classes on Saturdays.....	1,858
\$ in gr. 9-12: daily "coaching," in-school or after.....	2,785
	total...5,426

[ NOTE: Because of how the MAT scores are reported, the figures are those of students who scored below the 21st percentile, not below the 25th. The total below the 25th percentile would be higher. ]

- \$ > At-risk students in grades 1-12 would also "have access to" a special summer school with a focus on reading. The after-school classes are required; Saturday and summer sessions are optional.

Under the Plan, a grade 3 student with a MAT score below the 25th percentile would be required to spend 1,250 minutes on reading out of the total instructional time of 1,625 minutes per week, and to attend 60-minute classes after school daily.

Also:

- + identify and pilot "promising alternative methods of remediation."
- > require that each school develop a school plan that defines expected levels of academic progress for students each year.
- + develop an individual record of each student's progress that could follow the student through school.
- + reduce the adult-child ratio in kindergarten and grade 1 classrooms by more flexible scheduling and by using more volunteers.

### 3. Increase course consistency.

- \$ > adopt one single basal reading textbook for all elementary schools and one for all middle schools, replacing the 5-7 approved texts that BPS teachers may now choose from.
- + replace the current end-of-year curriculum referenced tests (CRTs) in reading/language arts with tests developed as part of new basal reader package.
- + require coordination of Chapter I, Targeted Reading, English as a Second Language and special education programs so that efforts and materials fit with the basal reader series.
- + require that teachers use placement, unit, and end-of-book tests designed to match the basal reader.
- > require that students write research papers:
  - grades 4 & 5: 1 in either science or social studies
  - grades 6 - 8: 1 each in science and social studies
  - grades 9 -12: 2 each year, subjects decided by school.
- > increase reading by 60 minutes daily for all students in grades 1-5, and by 45 minutes for all students in grades 6-8.
- > require that elementary schools spend the whole morning on reading and writing, and that math, science, social studies and other subjects be taught in the afternoon.



- + require reading of selected "literature books" for each grade, each year, and purchase the books for all school libraries.
- + mandate Read Aloud and Uninterrupted Silent Sustained Reading programs in each elementary and middle school.

4. Increase staff training and support.

- > adopt one prototype for school-based staff training.
- \$ + develop a Reading Handbook for all teachers that matches curriculum objectives to the basal reader.
- + train all teachers in "reading and writing across the curriculum," e.g., helping a social studies teacher learn to teach reading and writing as part of his or her instruction.
- > require grade level in-service meetings.
- \$ > hire a Curriculum Specialist for each of the districts.
- + set up a Resource Center with materials for each district.
- \$ > train all reading teachers in the use of the new basal reader.
- > train principals and administrators in instructional leadership.
- > hire a full-time secretary for each elementary school so principals would have time to be instructional leaders.

Also:

- > require that principals report monthly on the progress of at-risk students to the community superintendent, parents, etc.
- + make more effective use of school and public libraries, including purchasing more books and magazines.
- \$ + inform parents of the importance of reading, of ways to teach their children at home, of meetings with other parents, etc.
- > give parents their childrens' reading scores "with appropriate written interpretation of their meaning."

THE BUDGET

1987-1988:	\$462,988 BPS Funds	+ \$26,970 External Funds	=	<u>\$489,958 T</u>
	* transportation for after-school and Saturday classes (\$300,000)			
	* summer camp (\$100,000)			
	* teacher overtime to write a reading/language arts handbook and to select a basal reader series (\$53,940)			
	* training for reading teachers in use of the basal reader (\$21,018)			
	* printing for a promotion policy handbook for parents (\$15,000)			
1988-1989:	\$1,100,000 BPS Funds	+ \$0 External Funds	=	<u>\$1,100,000 T</u>
	* purchase of basal textbooks for all elementary and middle school students			
1989-1990:	\$370,000 BPS Funds	+ \$0 External Funds	=	<u>\$370,000 T</u>
	* additional high school reading teachers			

[NOTE: No money is budgeted for after-school reading classes. The plan suggests using the 213 Chapter 1 reading teachers, a change that would require revision of the Chapter 1 regulations. With a class size of 15 students-1 teacher, 750 teachers would be needed for after-school classes. No money is budgeted for Saturday classes.]



## MATH

59 recommendations

THE PROBLEM: poor math skills, and low test scores, because:

- \* teachers and students both feel that students can do only the most basic math.
- \* teachers use outdated methods: too many lectures, worksheets, etc., too few hands-on materials, and too little teaching that explains how to apply classroom math to everyday situations.
- \* there has been little teacher training.
- \* the BPS offers few alternative programs for students who have not succeeded in conventional courses.

THE RECOMMENDATIONS:

1. Raise academic standards.
  - + require that all students take and pass four years of math in high school, not two.
  - > require that all students take and pass one year of algebra.
  - \$ + add a minimum math competency for graduation.
  - > set that competency at an 8.5 grade equivalency as measured by the Metropolitan Achievement Test, beginning in June, 1990.
  - + spend more time on math daily, at least 10 minutes more in elementary and middle school.
  - + require that students get minimum math homework of at least:
    - 30 minutes/day, 3 days a week in grades 2-5
    - 40 minutes/day, 3 days a week in grades 6-12.
  - + allow high schools to "stretch" courses over longer periods of time and offer equivalent credit. A one-year algebra course, e.g., could be stretched to 1-1/2 years and count as 1-1/2 years toward the 4 year math graduation requirement.
  - \$ + re-evaluate the math curriculum objectives.
  - \$ + develop more and different math courses.
2. Make course offerings more consistent.
  - \$ > use a single math textbook series for all elementary schools and for all middle schools. Currently, each school decides, from an approved list of 7-9, which textbook series its teachers will use.
  - \$ + develop quarterly unit exams in math.
3. Provide better resources and materials.
  - + do an inventory of all supplies, and set materials standards that every math class should have.
  - \$ + set up Math Technology Resource Centers in each district: lending libraries of books, equipment, and materials.
  - + develop "computer banks" of math problems and homework exercises that teachers can share.
4. Offer and/or mandate remediation for failing students.
  - > revise the Chapter 1 laws to allow after-school and Saturday remedial classes.

- > "ensure" that students who are at-risk---scoring below the 40th percentile on the Metropolitan Achievement Test in math---"are given academic help:"

	number of BPS students below the 40th (6-86):
in gr. 2-5: 15 minutes more daily.....	3,411
in gr. 4-5: 60 m. of after-school classes 2 days/week.....	1,586
in gr. 6-8: 90 m. of after-school classes 2 days/week.....	3,781
in gr. 9-12: 3 periods/week of math "coaching".....	5,487

The total number of students in grades 1-12 who were below the 40th percentile in math in June, 1986, was 13,956, or 42% of those tested. Of these, 10,833 will be required to attend after-school or Saturday classes.

A student who is below the 25th percentile on the MAT Test in math would receive the above plus:

	number of BPS students below the 21st (6-86):
in gr. 4-5: 30 m. more (90 m. total) after school.....	577
in gr. 6-8: 3 hour classes on Saturdays.....	1,903
in gr. 9-12: 2 more periods/week of math coaching.....	2,948
	total....5,428

[NOTE: Because of how the MAT scores are reported, the figures are those of students who scored below the 21st percentile, not below the 25th. The total below the 25th percentile would be higher.]

- \$ At-risk students in grades 2-12 would also "have access to" a special summer school with a focus on math. The after-school time is required; Saturday classes and summer school are optional.

5. Increase teacher and staff training and support.
  - + hire one Math Specialist for each of the five districts to do needs assessments, run the Resource Centers, hold workshops, etc.
  - + conduct in-school training for small groups of math teachers.
  - \$ + offer summer workshops, in-service programs, grants, etc.
  - \$ + establish school, district and citywide Math Teacher Councils.
  - \$ + provide diagnostic math tests---and prompt results---to classroom teachers. Buy a scoring machine for each school.
  - + distribute diagnostic test results---by class, by school, by district---to teachers, principals, and parents to help in planning.
  - + train principals to evaluate math teachers and programs.

Also:

- \$ + require a school plan to increase math achievement.
- \$ + hold math workshops for parents and distribute brochures of math curriculum objectives.
- \$ + start after-school math clubs and begin College Board review/prep courses.
- + encourage outside agencies to help.
- \$ + offer math field trips and hold math fairs.

#### THE BUDGET:

1987-1988: \$52,402 BPS Funds + \$123,986 External Funds = \$176,388 T  
 \* teacher and principal overtime to develop new courses and set competency standards (\$47,697)



- \* overtime, materials, fees and awards for math contests (\$46,993)
- \* consultants to hold in-school teacher training (\$37,500)
- \* typing and printing of revised promotion policy and curriculum objectives (\$22,532)
- \* materials for math clubs (\$10,000)
- \* recruitment incentives to attract math teachers (\$6,666)
- \* teacher grants to run workshops (\$5,000)

1988-1989: \$113,769 BPS Funds + \$999,904 External Funds = \$1,113,673 T

- \* teacher and principal overtime to design a plan for intervention with at-risk students (\$880,060)
- \* summer workshops (\$46,595)
- \* teacher overtime to serve on Math Councils (\$43,178)
- \* four Math Technology Centers (\$40,000)
- \* purchase of 120 scoring machines (\$36,000)
- \* curriculum brochures (\$17,500)
- \* teacher and principal overtime to review the curriculum objectives (\$17,174)
- \* parent workshops (\$12,500)
- \* printing for quarterly exams (\$10,000)
- \* recruitment incentives (\$6,666)
- \* after-school math clubs (\$4,000)

1989-1990: \$1,047,595 BPS Funds + \$56,666 External Funds = \$1,104,261 T

- \* new basal math textbooks (\$1,000,000)
- \* summer school (\$50,000)
- \* curriculum development (\$46,595)
- \* recruitment incentives (\$6,666)
- \* high school math materials (\$1,000)

[NOTE: No money is budgeted for after-school math classes. The plan suggests using the 80 Chapter 1 math teachers, a change that would require revision of the Chapter 1 regulations. With a 15 students-1 teacher class size, 722 teachers would be needed for after-school classes. No money is budgeted for Saturday classes.]

## WRITING

30 recommendations

THE PROBLEM: For most students, writing "continues to be a chore" because:

- \* the curriculum objectives have not been supported effectively.
- \* BPS teachers have not been trained to teach writing.
- \* students don't spend enough time writing.
- \* writing takes place only in English classes.
- \* computers as a tool for writing are underutilized.
- \* teachers don't have enough "aids to writing" and materials are inconsistent citywide.

THE RECOMMENDATIONS:

1. Improve staff training.
  - + appoint a Curriculum Specialist for each district.
  - \$ + design an on-going training program, using outside consultants.
  - + schedule time to train teachers, and use teachers identified as

"instructional resources" in the training.

- \$ > hold a writing forum for teachers of transitional grades: when students leave one level of school for another (grades 5 & 6, and grades 8 & 9).
- \$ + set up a citywide computer network for adopting effective programs.
- + modify the evaluation form so that all teachers can be evaluated on how well they teach writing.

2. Ensure consistency of materials.

- \$ > adopt materials based on California's Practical Ideas for Teaching Writing as a Process.
- \$ + use a writing folder system to "manage" writing in all grade 4-12 classes.
  - > set up a committee of teachers to choose a writing folder system.
- \$ + revise and reprint the BPS Handbook for the Teaching of Writing, and give to every teacher, administrator, and classroom aide.

3. Use word processing as a tool to teach writing.

- \$ > buy a computer for each school library (the Task Force had recommended placing a computer in each library).
- \$ > choose and supply uniform word processing software for all schools.

4. Raise academic standards.

- + require teachers from grades 4-12 to assign writing homework twice a week, involving more than a paragraph of writing, and mandate a once-a-month writing project in middle schools.
- + require a minimum number of written words per week:
  - in k-grade 1: draw and scribble 5 stories/week.
  - in grades 2-5: 75 words/week.
  - in grades 6-8: 200 words/week.
  - in grades 9-12: 300 words/week.
- + require that teachers give more tests with essay questions.
- \$ + implement citywide programs: Summer Writing Camp, writing contests, Young Authors conference, etc.
- \$ + prepare information for parents on writing.

THE BUDGET:

1987-1988: \$99,190 BPS Funds + \$17,872 External Funds = \$117,062 T

- \* purchase of 48,000 students' writing folders (\$28,000)
- \* teacher and principal overtime to develop a writing model, revise the Writing Handbook, and review the language arts and computer curriculum objectives (\$23,882)
- \* printing of the Writing Handbook (\$20,000)
- \* substitutes to cover classes so that transitional grade teachers can attend a one-day citywide writing workshop (\$16,308)
- \* an information packet for parents (12,872)
- \* materials and a consultant to plan special writing contests, conferences, etc., for students (\$10,750)
- \* materials and a consultant for training program for teachers and principals (\$3,500)
- \* materials and a consultant to design a staff development program (\$1,250)
- \* teacher survey (\$500)



1988-1989: \$259,022 BPS Funds + \$5,000 External Funds = \$264,022 T  
\* purchase of one computer for each school library (\$178,000)  
\* summer writing camp for students (\$40,000)  
\* teacher overtime to select word processing software (\$5,904) and purchase of the software (\$12,000)  
\* continued funding for the special writing programs (\$10,750) and the one-day forum (\$17,368).

1989-1990: \$105,496 BPS Funds + \$5,000 External Funds = \$110,496 T  
\* consultant, software and wiring to set up a computer network to disseminate successful programs (\$41,250)  
\* continued funding for summer camp (\$40,000), the writing forum (\$18,496), and the special writing programs (\$10,750).

---

## ADOLESCENT ISSUES

33 recommendations

**THE PROBLEM:** The unmet health needs of Boston's students lead to poor attendance, poor school performance, low self-esteem, and a high drop out rate. Students have problems with adolescent pregnancy, drug and alcohol abuse, depression and suicide, and child abuse.

### **THE RECOMMENDATIONS:**

1. establish a Student Support Team and a Student Services Office in each middle and high school.
    - > Student Support Team: A large group of school staff, led by the Assistant Principal and including the Compact Ventures case manager, would meet weekly to focus on meeting the individual and collective needs of at-risk students.
    - \$ > Student Services Office: An in-school office where students could go to receive counseling and/or referral for their problems. The office would coordinate outside services to ensure that students get needed help beyond what the Student Services Office can provide and would make referrals to "paired" health centers and hospitals.
- Each office would be staffed by a Student Services Coordinator, a Student Services Specialist from the paired health provider, the school nurse, and a clerk. The Plan specifies that the Office would be decorated by the Student Council.
- 2.\$ > pilot in one high school a Health Clinic so that the BPS would have comparative data about which model (Student Services Office or Health Clinic) works best. (The Task Force had recommended piloting a health clinic in 2-4 middle or high schools.)

The Health Clinic would offer primary physical and psychological services and be staffed by a full-time physician, a nurse practitioner, a social worker, and a clerk/medical aide. The Clinic would be a satellite of an existing health facility; staff would not dispense contraceptives, but would refer students to the facility.

3. \$ + reorganize central support services and create two new positions: a Program Director for Student Services and a Chief Supervising Nurse.
4. + implement a sex-ed curriculum that would include two weeks of instruction each year in each grade.

Also:

- \$ + increase training of all middle and high school staff about adolescent issues and programs.
- \$ + increase parent outreach and interaction with the schools on adolescent issues.
- + develop a plan to expand support for students who are parents.

#### THE BUDGET:

1987-1988: \$264,000 BPS Funds + \$85,000 External Funds = \$349,000 T

- \* Health Clinic staff: a doctor (\$60,000) and a Nurse Practitioner (\$36,000)
- \* central staff: Program Director (\$44,000) and Supervising Nurse (\$40,000)
- \* consultants to establish a peer tutoring model as part of sex education (\$75,000)
- \* Student Services Office supplies (\$68,000)
- \* brochures for parents on adolescent issues (\$10,000)
- \* Health Clinic furniture and equipment (\$6,000)
- \* teacher training in the health curriculum objectives (\$5,000)
- \* translations of the parent permission slip (\$5,000)

1988-1989: \$2,384,700 BPS Funds + \$0 External Funds = \$2,384,700 T

- \* 21 Student Services Specialists (\$777,000) and 11 Nurses (\$396,000) for the middle schools
- \* 17 Student Services Specialists (\$629,000) and 17 Clerks (\$391,000) for the high schools
- \* continued funding of positions added in 1987-1988 (\$191,700).

1989-1990: \$2,539,704 BPS Funds + \$0 External Funds = \$2,539,704 T

- \* continued funding of all previously added positions.

---

#### AT-RISK STUDENTS

22 recommendations

THE PROBLEM: an unacceptably high dropout rate because of:

- \* the lack of alternative programs for at-risk students.
- \* inadequate counseling services and too few guidance counselors.
- \* problems related to poverty: poor health, substance abuse, etc.

#### THE RECOMMENDATIONS:

1. + Head off academic problems by offering excellent pre-school and primary programs (see Early Childhood Education).
2. > Establish academic competencies in reading that a student must meet to be promoted from grades 1, 5, 8 and 12, and increase math graduation requirements. (See Reading and Math).



3. Identify and serve students who are at-risk.
  - + require that teachers evaluate all students quarterly.
  - + ensure that at-risk students get additional academic help (see Reading and Math).
  - > establish one two-teacher cluster program in each district, serving 15-20 extremely disruptive students in grades 6-8.
  - + extend the Compact Ventures model into each middle school.
4. + Build flexibility into the current 85% attendance-or-fail promotion policy. Pilot a program to allow at-risk middle and high school students to trade good attendance for previously poor attendance. This buy-back policy would allow a student drop one unexcused absence for every five days of perfect attendance he or she accumulates.
5. Hold schools to strict performance standards.
  - + evaluate individual schools based on measurable statistics: attendance, test scores, dropout rate, college/job placement.
  - + rank order schools based on these measurements.
  - + reward schools that have significant improvement.
6. Expand successful programs.
  - + continue Project Promise in middle schools and expand the Compact Ventures dropout prevention program to all high schools.
  - + make Boston High, currently a work-study school, an alternative school for grade 8-12 at-risk students.
  - + re-organize Boston Prep as an "immediate intervention" school for high school students with severe behavior problems.
  - + begin an Evening High School.
  - \$ + inform parents of programs.
7. Target the most at-risk group, Hispanic high school students, with special services.
  - + concentrate bilingual programs in fewer high schools.
  - + hire Hispanic bilingual guidance counselors.
  - + recruit more Hispanic teachers.
8. + Ask the state for more flexibility in hiring teachers, especially experienced professionals in other fields who have no teaching certification.

#### THE BUDGET:

1987-1988: \$0 BPS Funds	+ \$40,000 External Funds	=	<u>\$40,000 T</u>
* parent and community information on BPS programs			

1988-1989 and 1989-1990: same as 1987-1988			<u>\$40,000 T</u>
--	--	--	-------------------

#### CURRICULUM SUPPORT

22 recommendations

THE PROBLEM: teachers and principals lack "direction and structure" in how to use the BPS curriculum objectives (the grade-by-grade outlines of what concepts should be taught in each subject):

\* subjects are taught in isolation from one another.

- \* remediation programs have been inadequate.
- \* there is little time for "professional interaction" among teachers and between teachers and central administrators.
- \* the BPS has "insufficient" training for administrators (principals, department heads, etc.) to become effective educational leaders.
- \* there is no evaluation of programs, and little dissemination of good ones.
- \* test results are not packaged in a way that is useful and usable by teachers and others.

#### THE RECOMMENDATIONS.

1. Revise the curriculum objectives.
  - \$ + give teachers a package of materials with the curriculum objectives. A social studies kit, e.g., might include textbooks, maps, brochures, recommended reading, speakers' lists, suggested tests.
  - + add sample lesson plans, time allocations, etc., to existing curriculum objectives. Package in three-ring notebook.
  - \$ + set up committees to analyze the objectives, textbooks and test results.
  - \$ + narrow the approved textbook lists---now 5-7 for each subject area---to one for each elementary school subject and to one for each middle school subject.
  - + require textbook companies who are chosen to "key" their books to BPS curriculum objectives.
  - \$ + hold after-school teacher workshops for all subject areas.
2. Focus on at-risk students.
  - > set minimum reading standards for students to be promoted from grade 1, 5, 8, and to graduate (see Reading).
  - + offer remediation for students who fail. Refer students who do not progress after remediation to special education.
  - \$ + develop information packets---including a calendar of activities to do at home---for parents of students at-risk.
  - + ask the state for more flexibility in the use of Chapter 1 staff.
3. Offer instructional support.
  - \$ + hold all-day in-service meetings on the curriculum.
  - \$ + automate attendance in school offices to reduce paperwork.
  - + train District Instructional Support Teams.
  - \$ + set up a Curriculum Planning & Implementation Committee at each school.
  - \$ + evaluate externally-funded programs and incorporate exemplary programs into the BPS budget.
4. Revise the Curriculum Referenced Tests.
  - + re-institute mandatory mid-year Curriculum Referenced Tests (CRTs).
  - + analyze results to assist in school planning.
  - + distribute results to the schools promptly.

#### THE BUDGET:

1987-1988: \$91,291 BPS Funds + \$111,250 External Funds = \$202,541 T  
\* consultants to evaluate externally-funded programs (\$71,250)  
\* printing of parents' calendars (\$40,000)  
\* overtime for teachers and aides to serve on Committees to choose



texts for science, social studies, etc. (\$25,044) and on school-based curriculum subcommittees (\$14,170)

\* overtime, speakers, and materials for an all-day in-service meeting on curriculum (\$38,744)

\* printing of curriculum materials package for teachers (\$13,333)

1988-1989: \$325,283 BPS Funds + \$188,788 External Funds = \$514,071 T

\* teacher overtime for Curriculum Review Committee to analyze objectives, textbooks, and test results (\$132,048)

\* consultants, materials and teacher overtime to plan and offer after-school workshops (\$28,788) and incentives for teachers to attend (\$100,000)

\* purchase of attendance automation equipment (\$100,000)

\* continued funds for committees (\$25,044), materials packet (\$13,333), school subcommittees (\$15,091), all-day in-service (\$39,767), school calendar (\$40,000), and program evaluation (\$20,000)

1989-1990: \$335,936 BPS Funds + \$188,788 External Funds = \$524,724 T

\* continued funding for previous year's programs, with a slight increase for the Curriculum Review Committee (\$140,631), the in-service day (\$40,857), and school subcommittees (\$16,071).

## EARLY CHILDHOOD

75 recommendations

THE PROBLEM: Grade 1 reading scores are low---at the 39th percentile last year---and 21% of Boston's first graders were not promoted because:

- \* many BPS students enter first grade without formal schooling.
- \* there is a mismatch between many students' developmental age and the curriculum expectations.
- \* the curriculum for early childhood is not developmental and has overly-formal and too-academic objectives.
- \* teachers have not been kept up to date through staff development.
- \* there are few after-school programs available for young children.
- \* kindergarten screening is insufficient.

## THE RECOMMENDATIONS:

### 1. Increase academic achievement.

- > mandate kindergarten for all 4 and 5 year olds who live in Boston.
- > establish a reading "gate" for promotion from grade 1: a score of 1.5 (grade 1, month 5) on the reading Metropolitan Achievement Test.
- + institute an ungraded, comprehensive, developmental curriculum.
- \$ + screen all Kindergarten 1 (K-1) and Kindergarten 2 (K-2) students to identify academic and social needs.
- + create a folder for each child with pertinent academic and social information.
- \$ > offer summer enrichment camp for at-risk 5 and 6 year olds.

### 2. Create special learning environments for young children.

- > house all K-1, K-2, and grade 1 classes in either:
- \$ Early Learning Centers (ELCs), located either in separate buildings

or in set-apart wings in existing elementary, middle or high schools. Each would offer a continuous progress approach to promotion so students could proceed at their own pace, and be run by a principal trained in early childhood education. All students would attend full-day school, as opposed to the current half-day schedule for K-1 and K-2, and "surround" care would be available from 7:00 a.m. to 6:00 p.m. Each site would be paired with a construction company for renovations and playground construction.

According to the Plan, two ELCs would open this fall; eventually there would be eight, two in each of the four districts.

OR IN...

Primary Schools for K-1, K-2, and grade 1, with no surround care, but some of these would offer a full school day (extended day). Students in grades 2-5 would attend separate schools, called Upper Elementary Schools. Currently, Elementary Schools are for kindergarten through grade 5.

### 3. Increase staff training.

- \$ + offer comprehensive training for administrators, teachers and aides.
- + require weekly staff meetings.
- + set up District Teams to develop parent workshops.
- \$ + hire a Bilingual Early Childhood Education Specialist.
- + create an Early Childhood Education Advisor at the central level.

Also:

- + hold three parent conferences a year.
- \$ + design a parents' brochure; increase publicity about kindergarten programs.
- + upgrade the Early Childhood Advisor to the level of Middle and High School Advisor.

### THE BUDGET:

1987-1988: \$920,233 BPS Funds + \$326,386 External Funds = \$1,246,619 T  
for the pilot Early Learning Centers:

- \* renovations to one school (\$250,000)
- \* staff: 8 teachers (\$267,392), 1 director (\$42,222), 1 development specialist (\$33,283), 1 nurse (\$33,283), 1 custodian (\$24,695), 1 clerk (\$18,020), 8 aides (\$83,696), and benefits (\$65,229)
- \* teacher overtime (\$15,000) and other costs (\$163,440) for before-and-after-school "surround" care
- \* unspecified "startup costs" (\$85,000)
- \* materials and supplies (\$28,222)
- \* transportation (\$21,600)
- and for:
  - \* a central Bilingual early Childhood Specialist (\$35,000)
  - \* summer camp (\$28,000)
  - \* staff training (\$22,537)
  - \* publicity and brochures (\$13,000)
  - \* stipends for District Teams (\$10,000)
  - \* kindergarten screening (\$7,000).

1988-1989: \$3,247,618 BPS Funds + \$2,267,204 External Funds = \$5,514,642 T



for the additional Early Learning Centers

- \* renovation of six additional sites (\$1,500,000)
- \* staff, except for the teachers, for all ELCs: 7 directors (\$311,808), 7 development specialists (\$248,122), 44 aides (\$485,628), 4 nurses (\$141,784), 7 custodians (\$182,371), 7 clerks (\$133,077), and benefits (\$456,603)
- \* teacher overtime (\$111,825) and other costs (\$1,444,080) for surround care
- \* materials and supplies (\$197,554)
- \* transportation (\$151,200)

and continued funding for:

- \* staff training (\$63,845), Bilingual Specialist (\$36,925), summer camp (\$29,820), District Teams (\$10,000), screening (\$7,000), and publicity (\$3,000)

1989-1990: \$1,603,715 BPS Funds + \$2,259,614 External Funds = \$3,863,329 T

- \* continued funding for ELC staff (except for teachers), with a slight contractual increase. Total: \$2,045,916 including benefits
- \* also continued funding with slight increases for surround care (\$1,563,171), Bilingual Specialist (\$38,955), and summer camp (\$31,758), and level funding for District Teams, screening, publicity, and transportation (\$171,200)
- \* staff training (\$12,329)

## FACILITIES

36 recommendations

THE PROBLEM: Boston's school buildings are a "national disgrace:"

- \* there are insufficient funds to make them of "first-class status."
- \* the annual maintenance budget is "far too low."
- \* school custodians are poorly managed and have low morale.
- \* the custodians' contract is too inflexible.

THE RECOMMENDATIONS:

1. Make all buildings first class, and maintain them once they are done.
  - + increase the \$8M maintenance budget to \$16M-\$21M annually.
  - \$ + raise \$48M more than the already-allocated \$107M, with a bond issue.
  - + speed up the timetable so that all work is done within 5 years.
  - + allow the principal to decide what outside groups use the school after-hours.
2. Change the custodians' contract and managerial agreements.
  - + make custodians accountable to the school principal and require sign-in/sign-out in the school office.
  - + have custodians and principals set agreed-to weekly work plans.
  - + have principals evaluate senior custodians.
  - + require that custodial supervisors---two in each district---keep a daily log of activities and answer to the district superintendent.
  - + tighten the contract to reduce instability caused by transfers.
  - + maintain a team of ten unassigned custodians for substitutes.
  - + also: automate custodians' attendance, keep their personnel records in the Personnel Office, pay them semi-monthly as most other employees are paid, etc.

Also:

- + pilot contract cleaning by hiring a private firm to serve several schools
- + elevate the Director of Facilities position to one equal to Community Superintendent
- + manage "temporary excess" space more creatively, rather than permanently closing schools.

THE BUDGET:

1987-1988: \$0 BPS Funds	+ \$0 External Funds	= \$	0 T
1988-1989: \$0 BPS Funds	+ \$24,000,000 City Funds	=	\$24,000,000 T
* a bond issue to fund major school renovations			
1989-1990: the same as 1988-1989		=	\$24,000,000 T

---

INSTRUCTIONAL MATERIALS

22 recommendations

THE PROBLEM: lack of materials and supplies and, frequently, delays in getting those that are ordered because:

- \* funding varies greatly from year to year.
- \* supplies may not be distributed equitably within a school.
- \* teachers often lack "consumer information" and order unsuitable materials.
- \* purchasing is tied up in red tape and bureaucratic delays.
- \* no system is in place to keep track of books and supplies.

THE RECOMMENDATIONS:

1. Provide adequate funding.
  - + maintain the current textbook/supplies budget of @ \$84/student.
  - + publish each school's annual budget, listing supplies expenses.
  - + require that each principal report annually to the Community Superintendent on supplies expenditures.
  - > adjust each school's supplies budget as soon as enrollment changes.
2. Revise the ordering procedure.
  - \$ + ensure an annual review of materials on-hand and prepare a catalog.
  - + prepare data on how to order materials for school staff.
  - + begin a cyclical review and replacement process for all materials.
  - + ask schools to list the publishing dates and condition of all books (and equipment).
3. Ensure equity and provide consumer information.
  - + have the Community Superintendent review school allocation plans.
  - + give each teacher "extended access" to the BPS catalog. Print enough so that no more than 3 teachers share one catalog.
  - + hold one all-day in-service meeting as a book/supplies fair with vendors, workshops, etc.
4. Work toward prompt ordering and delivery.
  - \$ > aim to have 90% of all books and supplies in school by opening day, and evaluate the Business Office on how well it does.
  - + standardize and simplify ordering, billing, etc.
  - \$ > stock-up on commonly-ordered materials and store them at a central warehouse.



5. Improve inventory-and-control procedures.
  - \$ + automate inventory for books, equipment, etc.
  - + develop a supplies exchange system among schools.
  - > track losses and establish penalties.

#### THE BUDGET:

1987-1988: \$34,143 BPS Funds + \$0 External Funds = \$34,143 T

- \* temporary staff for Business Office (\$20,000)
- \* 5 clerical staff to inventory school supplies (\$9,143)
- \* inventory report (\$5,000)

1988-1989: \$389,645 BPS Funds + \$0 External Fund = \$389,645 T

- \* commonly ordered supplies for central warehouse (\$200,000)
- \* continued funding as in previous year, with a slight pay raise for clerical staff (\$34,645)
- \* computers and software for inventory system (\$155,000)

1889-1990: \$235,176 BPS Funds + \$0 External Funds = \$235,176 T

- \* continued funding as in previous year (\$235,176)

#### MIDDLE AND HIGH SCHOOLS

26 recommendations

THE PROBLEM: middle and high schools have been "destabilized" by school closings, teacher layoffs, and other factors. In addition:

- \* too many high school courses have been "diluted" to below grade 9 work.
- \* middle schools have too many course requirements, making it hard to schedule remediation.
- \* too many middle school students are dropping out.
- \* few schools have "themes" to draw and hold students.
- \* the BPS lacks the student activities---sports, clubs, etc.---that suburban school systems take for granted.

#### THE RECOMMENDATIONS:

1. Raise academic standards.
  - > assure that students are proficient in reading and math before graduating from middle and high school. [See Reading & Math.]
  - + require certain math courses "for which there can be no substitutes."
  - > require that students pass 4 years of high school math, including algebra, and allow "stretch" courses. [See Math.]
  - > provide after-school and Saturday remediation, with "expected participation." [See Reading & Math.]
  - + allow more flexible course scheduling for at-risk students.
  - > evaluate individual student progress each fall and offer courses appropriate to each student's academic level.
  - > focus remediation classes on specific items that test results indicate the student does not know.
2. Intervene with students who are having trouble.
  - + identify at-risk students early and "plan immediately for remediation."
  - + make remediation a priority for all teachers.

- + offer study skills courses for students.
- + require consistent curriculum requirements, structure and organization for all middle schools.

Specifically, to prevent dropouts:

- + identify early and monitor all students with attendance problems.
  - + offer workshops for students and teachers on students' self-esteem.
  - + provide small classes, interesting materials, and skilled teaching.
  - > require a parent-teacher-principal conference for at-risk students.
  - + offer alternatives to suspension: mediation, behavior contracts, counseling.
  - > expand the Compact Ventures program to all high schools and establish a two-teacher Compact Ventures cluster in each middle school.
- \$ + offer summer transition and orientation programs for students going from elementary school to middle school (grade 5 to grade 6).
- > expand business partnerships to middle schools.
  - > establish a 20-student program in each district for extremely disruptive students.
3. Mandate school planning.
- > require a long-range plan from every school, including strategies to improve achievement, school climate, attendance, etc.
  - > evaluate schools based on measurable criteria: test scores, attendance rates, dropout rates, etc.
  - > reward schools that improve.
4. Allow more flexible middle school scheduling.
- + have each principal schedule classes so that, where possible, teachers have time to meet by department and cluster.
  - + allow for "interdisciplinary" teaching---opportunities for teachers to plan and work together.
  - + develop ways for students to do community work.
5. Encourage more student activities.
- \$ + start clubs, school bands, chorus, debate teams, etc., overseen by a school activities coordinator.
- + set up student government in each school.
  - + implement the physical education program and improve facilities.
  - + recruit "top flight" coaches and train them.
  - + expand intramural sports and collaborate with colleges and business on sports and fitness programs.
- Also: > decide on a theme for each high school (possibilities: law, performing arts, banking, environmental science, computers, etc.)
- > develop ways for schools to share successful programs.

#### THE BUDGET:

1987-1988: \$3,779 BPS Funds	+ \$30,501 External Funds	=	<u>\$34,280 T</u>
* teacher training to do academic coaching (\$22,435)			
* teacher overtime, materials, and transportation to plan and run an orientation program for students entering middle school (\$8,066)			
* middle school evaluation (\$3,779)			



1988-1989: \$76,000 BPS Funds + \$31,959 External Funds = \$107,959 T  
\* student activities coordinators for each school (\$76,000)  
\* continued funding for academic coaching (\$23,893) and orientation programs (\$8,066)

1989-1990: \$76,000 BPS Funds + \$33,532 External Funds = \$109,532 T  
\* continued funding from previous year, with slight increases in salaries for academic coaches

---

## PROFESSIONAL DEVELOPMENT

20 recommendations

THE PROBLEM: Boston's veteran corps of teachers has had little training in the last two decades:

- \* the BPS has had no comprehensive plan for staff development.
- \* central support staff is fragmented into several departments.
- \* there is no school-based professional development.
- \* there is no regular, focused in-service meeting time.
- \* performance evaluation is seriously deficient and not based on what is known about effective teaching.

### THE RECOMMENDATIONS:

1. + adopt a single, unified philosophy of instruction and supervision: the Skillful Teacher model. Develop a multi-year training program.  
\$ > form a planning team to implement the model.
- 2.\$ + establish a Professional Development Resource Center headed by a Director of Professional Development, located not downtown but in the district. Develop a job description for the Center's Director.
- 3.\$ + hire curriculum specialists, one for each district. Write job descriptions for these specialists.
- 4.\$ + develop a variety of formats to use for professional development: teacher workshops, classroom exchanges, mentor relationships, etc.
5. + increase the number of school-based inservice meetings. (Currently there are 5 2-hour sessions, one 2-1/2 hour session, and three full days, that can be fully programmed by the BPS.)
6. + hire a special project manager to revise the teacher evaluation instrument to reflect the Skillful Teacher model.

### Also:

- + clarify roles of Director of Professional Development, Curriculum Specialists, Directors of Instruction, Department Heads.
- > require that each school write a professional development plan.
- + provide administrators with information on making the most effective use of time within the school.

### THE BUDGET:

1987-1988: \$352,645 BPS Funds + 40,000 External Funds = \$392,645 T  
\* 5 Curriculum Specialists (\$175,000)  
\* renovations, furniture, etc., for the Professional Development Resource Center (\$100,000)

- \* 500 substitutes to free up teachers to attend workshops, do peer coaching, etc., (\$30,625) and other costs (\$40,000)
- \* teacher overtime, plus materials and printing, to develop a training format for the Resource Center (\$24,840)
- \* planning team (\$22,180)

1988-1989: \$241,840 BPS Funds + 40,000 External Funds = \$281,840 T

- \* continued funding for Curriculum Specialists with salary increases (\$186,375), overtime to plan training, substitutes and other costs (\$95,645)

1989-1990: \$253,954 BPS Funds + \$40,000 External Funds = \$293,954 T

- \* continued funding as in previous year, with salary increases (\$293,954)

---

## SAFE AND ORDERLY SCHOOLS

78 recommendations

THE PROBLEM: an unacceptable level of physical violence in Boston's schools "undermines the kind of atmosphere required for teaching and learning:"

- \* many students feel alienated.
- \* there is little coordination with the courts, probation officers, and social workers.
- \* poor physical conditions of the schools are taken by students as signs of a neglectful and uncaring attitude.
- \* there are no positive educational programs aimed at preventing violence in place.
- \* BPS students are poor, and violence is "reinforced by the stress of living in poverty."

## THE RECOMMENDATIONS:

1. Keep the Code of Discipline as the centerpiece for safety, and enforce it.
  - + consider alternative penalties for violations, such as requiring students to do an hour of after-school "service" for one day of suspension.
  - + use out-of-school suspensions and arrest only as a last resort.
  - > require restitution for damages, either service or money.
  - > deny transportation for students who violate bus behavior rules.
  - + mount a media campaign to "encourage parental responsibility," and inform parents and students about the Code's rules.
  - + "support" automatic referral to the BPS Assessment Center for students who bring "dangerous objects" to school.
  - > conduct periodic locker searches if drugs or weapons are suspected.
  - > "aggressively" press drug charges against non-students doing business on school property.
2. \$ + Adopt a violence prevention curriculum, using the model designed by Dr. Deborah Prothrow-Stith and currently in place at the Burke.
3. Provide expanded course offerings and alternative programs.
  - + staff an in-school suspension program in each middle and high



school.

- + designate in-house suspension classrooms, develop mini-clusters, and make Boston High an alternative school for disruptive students.
- \$ > in the middle schools, begin a 15-20 student cluster program in one school in each of the districts.
- + inform schools in advance of at-risk students who are transferring in, and provide their academic and health records before they come.
- + study the disproportionately high suspension rate for black males and suggest recommendations.

4. Work more closely with the courts.
  - > ask the District Attorney to set aside one day or one court to handle all school offenders' cases.
  - + begin formal communication between the BPS and the Probation Office.
  - + monitor academic performance of school offenders.
5. Improve guidance and referral services.
  - > expand the Boston Student Human Services Collaborative (of social service agencies) support to all schools.
  - + offer transitional programs for students who are changing schools, e.g., graduating from elementary school and entering middle school.
  - + promote 9th grade clusters in all high schools.
6. Support and upgrade the school police.
  - \$ > establish a Crisis Intervention team for "major" safety problems: searches, crowd dispersal, disruptive behavior, etc.
  - + increase the numbers of police and recruit more minority and bilingual candidates.
  - + develop a conditioning and stress reduction program.
  - + continue professional training of school police, particularly emphasizing conflict resolution and mediation skills.
  - > collect data on weapons incidents involving BPS students outside of school.
  - + increase the number of marked school police cars.

Also:

- + upgrade school buildings
- + offer a full range of academic courses and after-school activities
- > promote positive media coverage.

#### THE BUDGET:

1987-1988:	\$345,000 BPS Funds	+ \$0 External Funds	=	<u>\$345,000 T</u>
	* 10 teachers for district programs for disruptive students			
	(\$170,000)			
	* 8 School Police Officers for a Crisis Intervention Team			
	(\$160,000)			
	* translation and printing for revised Code of Discipline			
	(\$15,000)			
1988-1989:	\$349,850 BPS Funds	+ \$2,500 External Funds	=	<u>\$352,350 T</u>
	* continued funding for 10 teachers (\$181,050) and 8 police officers			
	(\$168,800)			
	* development of a conflict resolution curriculum for grades K-12			
	(\$2,500)			
1989-1990:	\$368,993 BPS Funds	+ \$0 External Funds	=	<u>\$368,993 T</u>

- \* continued funding for 10 teachers (\$191,753) and 8 police officers (\$177,240)

---

## STUDENT ASSIGNMENT

53 recommendations

THE PROBLEM: implementing the federal court's orders has eradicated most segregation, but the current plan:

- \* is both complex and unpredictable, working against parents who have little time and energy to sort it out.
- \* no longer "brings about meaningful gains in...desegregation" because student enrollment has changed.
- \* is complicated by inadequate parent information, bad timing and BPS administrative problems.
- \* allows almost no parent choice.
- \* does little to encourage schools to recruit students.

## THE RECOMMENDATIONS:

1. Re-define assignment districts.
  - + reduce the current 8 geographic districts to 4 for all elementary schools, similar to the existing 4 administrative districts.
  - + drop the citywide elementary magnet school district, making magnet schools into district elementary schools.
  - + establish a citywide middle school district and a citywide high school district.
  - + keep East Boston elementary and middle schools in a separate East Boston district.
  - + retain two citywide magnet schools: the Hernandez Elementary and the Mackey Middle Schools because of their unique two-way Spanish bilingual programs.
2. "Re-configure" kindergarten-grade 5 elementary schools. Changing the grade structure means that no student can be grandfathered into his or her current school.
  - > offer Primary Schools for all students in grades kindergarten 1, kindergarten 2, and grade 1.
  - > make eight Primary Schools (two in each geographic district) into Early Learning Centers for full day and "surround" care, operating from 7 a.m.-6 p.m. (See Early Childhood)
  - > offer Upper Elementary Schools for all students in grades 2-5
3. Retain middle schools as grades 6-8 and high schools as grades 9-12, with some exceptions: the Latin Schools (7-12) and the Umana (7-12).
4. Expand parent choice in school assignments.

For Primary and Upper Elementary Schools:

  - + offer parents of students entering kindergarten through grade 5 a list of 6-10 schools in their geographic district to choose from.
  - > allow students from one district to go to school in another if seats are available.
  - + as currently, guarantee admission to an East Boston school for East Boston students.
  - > "enhance at least four schools" in the Dorchester district because it has no magnet schools within its boundaries.



For Middle Schools:

- + offer parents about 6 schools to choose from.
- + guarantee admission to an East Boston school for E.Boston students.

For High Schools:

- + allow students to choose from any high school, with exam school admission still dependent on test results.

4. Assign students based on racial guidelines.
  - + for students in kindergarten through fifth grade, assign students according to district racial percentages, within 10%.
  - + in middle and high schools, assign students to meet the citywide enrollment for that school level, within 10%.
  - + retain several currently allowed variations: the exam schools, East Boston schools, the Hernandez and the Mackey.
5. Emphasize parent information and outreach.
  - \$ + set up Parent Information Centers in each district for recruitment, registration, assignment, etc.
  - + prepare "clear and jargon-free" booklets for each district, detailing each school's programs, performance, enrollment, etc.
  - + sponsor fairs each fall so that parents can meet staff from all schools they can choose from.
  - \$ + hire part-time district parent liaisons.
6. Revise the Student Assignment Process and Timetable.
  - + schedule registration in December and mail assignments by March 1.
  - + allow parents to rank-order their choices and assign students to their highest possible choice, following racial guidelines. For those who don't get one of their choices, have parents and the Parent Information Center work together to find a suitable school.
  - + give priority to students who have siblings in a school and to students who live within walking distance, one mile.
  - > guarantee that a student, once assigned, can remain at a school until graduation.
  - > allow transfers once a year, if both sending and receiving schools remain in compliance with the racial guidelines.
  - + keep waiting lists for oversubscribed schools.
  - > assign students from those waiting lists at mid-year (January).
  - + grandfather all middle and high school students into their current schools.
  - > reassign all kindergarten and elementary school students.
  - + plan and implement remedies for under-subscribed schools.

THE BUDGET:

1987-1988: \$307,288 BPS Funds + \$50,400 External Funds = \$357,688 T

- \* staff and supplies for four Parent Information Centers:
  - 8 full-time, aide-level staff (\$146,288)
  - consultant and computer equipment (\$125,000)
  - 20 parent liaisons (\$50,400)
  - equipment and materials (\$30,000)
- \* publicity (\$5,000)
- \* staff training (\$1,000)

1988-1989: \$154,333 BPS Funds + \$50,400 External Funds = \$204,733 T  
\* continued funding for staff (\$154,333) and parent liaisons  
(\$50,400)

1989-1990: \$162,822 BPS Funds + \$50,400 External Funds = \$213,222 T  
\* continued funding for staff (\$162,822) and parent liaisons  
(\$50,400)

---

THE BUDGET: WHAT WILL THE BOSTON EDUCATION PLAN COST?

The superintendent's cost estimates for the next three years are:

Source.....	BPS Budget	+	External Grants	=	Total
1987-1988.....	\$3,132,959	+	\$ 852,365	=	\$ 3,985,324
1988-1989.....	8,642,060	+	27,625,575	=	36,267,635
1989-1990.....	7,099,391	+	26,674,000	=	33,773,391
TOTAL:					\$74,026,350

---

---

CWEC  
Citywide Educational Coalition  
37 Temple Place, Boston, MA 02111

542-2835

INSIDE: Summary of the  
Boston Education Plan

---



















